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Student Learning Outcomes College of Education and Human Development

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Child Development & Family Relations Student Learning Outcomes

Program Goals and Overview

The Child Development and Family Relations major prepares professionals to work with children and families in a variety of rewarding and challenging careers. The bachelor's degree program offers the opportunity to specialize in early childhood or individual and family development to meet specific career interests, such as early childhood education, family planning, employment assistance, gerontology, intervention programs, social service and community programs. Students study the growth and development of individuals in the contexts of schools, communities and families. Study may focus on individuals at various times in the lifespan (e.g., early childhood, adolescence, adulthood) with special attention to the family context. The family, itself, is studied in its various forms (e.g., single parent families, two parent families, foster families).

The curriculum meets the rigorous standards and requirements of the National Council on Family Relations' Certified Family Life Educator designation. This approval enables graduates to quickly complete the application process for Certified Family Life Educator status. The undergraduate degree is also an excellent springboard for advanced study.

Student Learning Outcomes (SLOs)

Students in our programs have the option to pursue multiple pathways to obtain their degree in Child and Family Studies; however, on completion all students will be able to:

1. Demonstrate an understanding of development across the life span.
2. Demonstrate knowledge of the multiple influences on individual and family development.
3. Demonstrate the ability to evaluate and apply research and theory to practice and policy.
4. Demonstrate an understanding of the diversity within and across families and cultures.
5. Demonstrate professional skills in their field experience (e.g., teaching, administration, program development and evaluation, research, case management, parent-child education, home economics, curriculum development).

Assessment

Our program conducts annual assessments of courses, students, and capstone experiences.

Student Evaluation

Our students are evaluated prior to program entry to ensure they meet entrance requirements, and at exit to ensure they have met all requirements at an acceptable level of performance. Students admitted to the program are assigned a faculty advisor whom they meet with twice a year (minimally) for course advisement, program progress check, academic performance review, and any concerns or questions that may arise.

Course Evaluation

Students' performance is tracked in all courses across all instructors to ensure performance requirements are met. Each instructor is evaluated and each instructor's syllabus is reviewed to ensure it complies with program, college and university requirements, as well as NCFR's CFLE requirements (for those courses approved for that track). The SLOs are assessed across the scope of courses in HDFS and all syllabi must include SLOs and assessments tied to the identified SLOs for the course.

Supervisor Evaluation

All of our graduates complete a capstone experience (e.g., working in a community service agency or student teaching) in their final semester. Their internship or student teaching supervisor evaluates each student and these results are shared with the program coordinator and faculty advisors.

(Updated: May 2020)

Elementary and Secondary Education Student Learning Outcomes

The student learning outcomes (SLOs) for the undergraduate programs in elementary and secondary education are listed below. Our curriculum is designed to help our graduates achieve the following skills and professional standards:

1. Learning and Learner

- a. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

2. Content Knowledge

- a. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- b. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Instructional Practice

- a. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- b. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- c. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4. Professional Responsibility

- a. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- b. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These student learning outcomes are adapted from the Interstate New Teacher Assessment and Support Consortium (InTASC), a group of state education agencies and national educational organizations dedicated to the preparation, licensing and ongoing professional development of teachers. Program outcomes are currently being refined.

(Updated: May 2020)

Kinesiology & Physical Education Student Learning Outcomes

Teaching/Coaching Preparation

- Gain the academic background and experience required for K-12 teaching certification by the state of Maine in Physical Education and Health
- Develop a clear understanding and ability to design and sequence appropriate learning experiences influencing the cognitive, psychomotor and affective learning domains.
- Obtain a clear understanding of the techniques and strategies used to differentiate instruction to meet the unique individual needs of diverse learners, for the purpose of meaningful student inclusion

Exercise Science

- Gain the formal academic record and experiences necessary to pursue post-graduate studies in a chosen field in the allied health professions. (i.e., Medical Doctor, Osteopathic Medicine, Physical Therapy, Occupational Therapy, Chiropractic Medicine, Physician's Assistant, Nurse Practitioner)
- Gain the academic background and experience required to sit for the National Strength Coaches Association certification exam

Outdoor Leadership

- Gain dynamic and effective group leadership skills in the outdoor environment.
- Gain the knowledge and experience necessary to make informed and thoughtful risk management decisions for groups in an outdoor setting
- Gain the competency to plan and facilitate safe and meaningful outdoor activities for diverse populations
- Demonstrate strong technical skills in a variety of outdoor activities and environmental settings
- Develop critical thinking regarding social justice, inclusion and ethics in regards to participation in outdoor activities

Elementary and Secondary Education Student Learning Outcomes

The student learning outcomes (SLOs) for the undergraduate programs in elementary and secondary education are listed below. Our curriculum is designed to help our graduates achieve the following skills and professional standards:

1. Learning and Learner

- a. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

2. Content Knowledge

- a. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- b. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Instructional Practice

- a. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- b. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- c. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4. Professional Responsibility

- a. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- b. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These student learning outcomes are adapted from the Interstate New Teacher Assessment and Support Consortium (InTASC), a group of state education agencies and national educational organizations dedicated to the preparation, licensing and ongoing professional development of teachers. Program outcomes are currently being refined.

(Updated: May 2020)

Special Education (M.Ed., Ed.S.) Professional Learning Outcomes

The professional learning outcomes (PLOs) for the Master of Education and Education Specialist programs in special education are listed below. Our curriculum is designed to help our graduates attain the professional knowledge and competencies outlined by the [Council for Exceptional Children's Advanced Preparation Standards](#). The standards describe the necessary skills and expertise for practicing special education teachers. The Council for Exceptional Children is the premiere professional organization for special education.

1. **Assessment:** Special education specialists use valid and reliable assessment practices to minimize bias
2. **Curricular Content Knowledge:** Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels
3. **Programs, Services, and Outcomes:** Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities
4. **Research and Inquiry:** Special education specialists conduct, evaluate, and use inquiry to guide professional practice
5. **Leadership and Policy:** Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments
6. **Professional and Ethical Practice:** Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities
7. **Collaboration:** Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families



Higher Education (M.Ed.; Ed.S., Ph.D.) Professional Learning Outcomes

The mission of the Graduate School of the University of Maine is to produce engaged scholars and professionals by promoting excellence in all aspects of the graduate student experience. The School provides advanced education and professional training through innovative teaching, mentorship, research, and creative activity in established and emerging areas. This rigorous education prepares students to contribute meaningfully to the advancement of the state of Maine, the nation and the global community.

The University of Maine Graduate School prepares engaged scholars and professionals to make meaningful contributions to their communities of practice: research consortia, clinical practices, studios, workplaces, classrooms, and political collectives. As graduate students are key agents in helping to sustain an environment supportive of learning through teaching, collaborative inquiry, mentoring or demonstration, they are critical ambassadors for public higher education during their coursework and after graduation.

During and after graduate training, accordingly, the Graduate School's doctoral, masters, and professional-certifications degree programs will enable students to:

Understand, interpret, shape, and augment the knowledge base by

- Contributing research, scholarship, creative work, and informed practice to our developing understanding of the social and material world;
- Staying abreast of methodological, pedagogical, and professional advances;
- Consuming research for continuing professional knowledge and practice; and
- Committing to professional development through engagement in professional societies and other knowledge-transfer modes.

Share disciplinary expertise openly, effectively, and accurately by

- Accurately distilling and disseminating complex expertise to help solve problems;
- Responsibly integrating developing research consensus into professional best-practices;
- Working collaboratively across domains to develop new insights and effective practices;
- Responding with principled recommendations to emerging concerns that confront their communities of practice; and
- Respectfully observing (and where necessary, helping to shape) the communicative conventions of the community of practice.

Demonstrate responsible and ethical practice by

- Attending to sustainability, responsiveness, and potential long-term implications when engaging local-global context and communities;
- Learning from and working respectfully with diverse cultural perspectives, knowledge-systems, and priorities;
- Giving and acting on productive feedback;
- Complying with best-practices in methodology and pedagogy and in making informed recommendations to

employers, coworkers and the broader public; and

- Maintaining a critical awareness of structural inequities in their communities of practice and working to redress them.
- Assuring that context- and discipline-informed modes of inquiry are safe.

(Revised: June 2020)

Master of Arts in Teaching (MAT) Professional Learning Outcomes

The professional learning outcomes (PLOs) for the Master of Arts in Teaching (MAT) program are listed below. Our curriculum is designed to help our graduates achieve the following skills and professional standards:

1. Learning and Learner

- a. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

2. Content Knowledge

- a. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
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3. Instructional Practice

- a. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
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- c. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4. Professional Responsibility

- a. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- b. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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(Updated: May 2020)